**MULTIPLE INDICATOR CLUSTER SURVEYS**

**Main Fieldwork Training:**

**Recommendations and Template Agenda**

These recommendations are intended to be used as a guide for countries when preparing for and designing the main fieldwork training schedule for MICS field and data entry staff. Note that the guidance is written to accommodate only paper based surveys.[[1]](#footnote-1)

The document is divided in two parts, Part One relates mainly to planning elements to be considered during the survey planning stage and Part Two mainly concerns the preparation and execution of the main fieldwork training itself.

**Part One: Planning the Main Fieldwork Training**

The training venue

The choice of venue will of course depend on the number of field staff, which in turn is determined by sample size, content, and duration of fieldwork. A simple staffing calculator is available here: [mics.unicef.org/tools](http://mics.unicef.org/tools) - Fieldwork Duration, Staff, Data Processing and Supply Estimates Template. The calculator includes an additional 10% of staff to enable selection of best performing trainees or for later replacement.

The overarching recommendations are:

* Fieldwork training should be carried out in a central location and on a residential site, such as a hotel or training/meeting facility, as this encourages interaction and team building. This also makes it easier to get to and from the class room, allowing adequate rest and studying/practising after or before class.
* A relatively small group of trainees is recommended (less than 100) so that training all staff in a single classroom is possible. This is the best way to ensure standardization of data collection (see below for recommendations when this is not possible).
* The venue should have adequate space, ventilation, and light, comfortable seating for all participants, provide quality food and snacks, and be away from distracting sounds and noises. Regardless, it will be necessary to arrange for a microphone.
* Overhead and/or PowerPoint projectors are essential as experience tells that Interviewers learn from visualisation. In the past, use of overhead projectors and questionnaires on transparent sheets was extremely useful, but such materials are often no longer available. You may want to consider using a tablet/touch screen showing the questionnaires and filling using the stylus pen. Others have used a digital camera or web cameras to project to the entire classroom how questionnaires are filled.
* Ideally, there should be additional space or small rooms for participants to spread out when they practice in groups.

*If training in one room (large group) or even one location (decentralised) is not possible*

Very large samples, surveys in very large countries, or in countries with very impractical logistics will make training in one location impossible or inadequate. It is simply not possible to train 200 or more people in one room while keeping track of their development or performance.

The main goal for survey administrators should be to ensure that all trainees receive identical training. This is very difficult to accomplish if training is carried out by different trainers in different locations. Alternatively, if two or more training sessions must be conducted simultaneously, organize communication meetings between all trainers at the end of the day.

In cases when different training locations (separate rooms or separate cities) are necessary, it is important to make sure that training for each team is the same, to the extent possible. It is best to use the same trainers and training materials for all the survey fieldwork training. This means that one group of trainers, who know the requirements of the survey very well, should do all the training, even if this means that they must repeat the training course several times. This requires a large number of very skilled survey trainers, as it is equally important that the trained teams moving into fieldwork are adequately monitoring, particularly in the beginning of fieldwork.

In such circumstances, it is therefore highly recommended that a Training-of-Trainers (ToT) training is conducted. This may be integrated into the pre-test training, but it should be made a clear objective of the pre-test, and not just an anticipated result. Therefore additional time for the pre-test is necessary and training should be conducted by individuals who have experience in ToTs. All the participants in ToT should develop capacity to be a trainer in the fieldwork training for any module of any questionnaire.

*Tips for large group training*

A number of very large surveys have correctly decided to split the trainees into several groups. Some larger facilities have been identified and 2-4 large rooms have been utilized for training the individual groups. While identical training is practically impossible, one way to achieve a somewhat harmonious program is to assign certain sessions to the same trainer, who will then circulate through the rooms giving the same presentation. Each room must however have at least one permanent trainer that can monitor the development of the particular group throughout the course.

It would be preferable, if possible, to have a plenary room hosting overall lectures, and a number of rooms able to accommodate the individual groups.

*Tips for decentralised training*

In the least ideal situation where training must be conducted in separate locations, rather than organizing simultaneous training sessions, the same group of trainers should visit the sites separately to ensure a more standardised training, to the extent possible. Data collection may still start after the end of training in each site, but this approach is risky as trainers should be engaged heavily in field monitoring. On the other hand it is equally risky to delay start of fieldwork while conducting several trainings, as the earlier groups quickly forget the training unless they are immediately put to work in the field.

This approach should only be used when all other options are explored and even then the number of decentralised trainings should be kept to two by all means possible. Conducting training at two or more sites simultaneously is not recommended.

Recruitment/Selection of pool of field staff

It is key to identify individuals to invite to the training. The practise of recruitment or selection of staff to invite for training differ from country to country and from survey to survey. In some situations, the implementing agency can decide to recruit a brand new set of staff and in others, select from an existing pool of staff, either from a previous survey or actual staff on payroll.

Here follows some overall recommendations to select the adequate mixture of participants and screen individuals for the training:

* Gender: The protocol demands that the individual questionnaires are administered by an Interviewer of the same sex as the respondent. Depending on the sample of individual men (all households, half, one third, etc.), one or more male Interviewers will be required on each team. If the survey does not include an Individual Questionnaire for Men, then all the Interviewers must be women. However, since it is also recommended, based on experience, that all teams include members of both sexes, it is advised that, as a minimum, the Supervisor, the Editor, or the Measurer is male. It is important that all interviews can be observed by either the Supervisor or the Editor, which therefore prohibits both being male (or female if no questionnaire for men).
* Education: Normally, secondary education of trainees is a good target to bear in mind when recruiting. There are mixed experiences with university graduates: Recent graduates are often highly motivated and can be excellent Interviewers, but in other cases graduates have proven problematic by developing their own protocols in the field (being too smart). In any case, monitor performance carefully for all field staff.
* Experience: Having worked in the field on other surveys is certainly helpful for Supervisors and can be equally so for other staff. However, please be careful, as other surveys may not pay as much attention to quality as the MICS or may have instituted protocols that are not recommended for MICS and are difficult to “unlearn”. A typical example is for Interviewers that have worked on market research that is not always conducted according to the standards of a national statistical office or MICS.
* Language: All field staff must be completely fluent in the language(s) used for the training, which is typically also the language of the survey documents, such as the instructions and manuals. When deciding on the number of Interviewers fluent in other languages, it is important to have the fieldwork plan in mind, as well as a complete understanding of languages necessary in the different parts of the country. For example, if the fieldwork plan requires that just one team is fluent in a particular language, it is important that more trainees are invited than needed with this particular language skill. The “rule” of 10% is a rule of thumb that applies to total number of trainees, whereas it may be appropriate to invite 1-2 extra with a special language skill.
* Appearance: Fieldwork is demanding, not just on physical fitness, but also, for some, on the ability to dress appropriately.
* Attitude: A good candidate will show a respectful attitude and maturity and take interest in the work.
* Diversity: With the demands for languages above, there is a good chance that recruiting happens across the country. However, for various reasons, there may be a natural bias towards candidates from the capital city or other major urban areas. It is important to ensure that the opportunity to apply is given across the country, perhaps through advertising that covers all regions. Even if the language requirements can be met in the capital, some candidates tend to appear so sophisticated to a rural population that a good rapport can never be established.
* Avoid: It is risky to use staff currently employed for example in the health sector, both because of the issues mentioned under education and experience above and because a large part of the survey is measuring performance of the health sector and thus there is a potential conflict of interest.

An objective set of requirements, based on the above, should always be developed and be transparent applied, so that the pressure the survey managers may feel to hire certain individuals can be managed.

It is equally important that all applicants that meet the requirements are interviewed and tested as part of the selection process. This takes a lot of work and therefore planning far in advance is necessary. Very simple testing can be applied, i.e. if the candidate reads well, writes correct answers to simple questions, and can communicate in whatever languages are necessary and indicated by the applicant.

**Part Two: Preparing for the Main Fieldwork Training**

Preparing for the training

Training should be planned ahead of time. Before training the field staff, the following must be in place:

* Final questionnaires, i.e. pre-tests, reviews, and translations are completed as per the MICS Technical Assistance Framework, and translations completed.
* The three documents: 1) Instructions for Interviewers, 2) Instructions for Supervisors and Editors, and 3) Manual for Anthropometry must be completely customised and translated if necessary.
* Other field procedure documents, such as the Cluster Control Sheets, necessary accounting documents, or any specific ethical guidelines[[2]](#footnote-2), must also be prepared in advance.
* Logistics for the fieldwork are key and should allow for the fieldwork to commence immediately after the training completes: Payments, accommodation, transport, insurance, etc. are among some of the absolutely key components to have established protocols for. It is well known that unless fieldwork payments are paid on time, the quality of the entire fieldwork is jeopardised.
* Similarly, logistics for the training itself is key, including all monetary matters.
* Identified accessible field locations for practising and piloting household selection and interviews. Ensure that these areas are not selected in the survey sample and that transportation is arranged.
* Identified and arranged locations/institutions and transportation for anthropometric training (pre-schools, day care centres, hospitals, etc.)
* Prepared equipment, visuals, and tools for use in demonstrations during training and for practice and pilot. See appendix A for a typical list of materials.

Trainers and Experts

Trainers should be only those who are very familiar with the questionnaires and were involved questionnaire design, in conducting the pre-test, and/or will be involved in coordinating, managing and monitoring fieldwork. Trainers should have good facilitation skills and some subject knowledge. The recommendation is a minimum of two skilled trainers (per room, see below); the ideal trainer/student ratio is one trainer per fifteen trainees and one per thirty is the absolute maximum.

All trainers should be comfortable and thoroughly familiar with the questionnaire, including the skips and the purpose of the questions. If the trainers are not comfortable with the questionnaire, the trainees will pick up on this and doubt the quality of the survey. Similarly, if the trainers themselves begin to question the effectiveness or added value of some questions during the training, the trainees will doubt the survey instruments and will not be motivated to collect the data correctly. The pre-test training is an excellent occasion to establish an understanding of who can or should be a trainer in the main fieldwork training.

Expert speakers specialised in certain module topics should be invited to introduce topics and to clarify any concepts, theory, and technical terms contained in the module. All experts must be familiar with the content of the questionnaires and the indicators collected. It is important that experts do not comment or present their personal views on methodology, questionnaires, or cast doubt on the way questions are asked, as this can undermine the training.

While the template agenda has an expert included in all sessions, experts of the right calibre may not be available. It is however essential that at the very least the following experts come to the training, if the particular modules are included in the questionnaire:

* Education: Often the levels and grades prove difficult to code correctly. An expert, typically from the technical committee/Ministry of Education, would provide immediate answers to questions on coding of certain levels or types of education. This individual has typically been involved in the customisation of the module and the text/table customised in the Instructions for Interviewers.
* Water and Sanitation/Handwashing: An expert with this knowledge can help answer questions on coding that are typical among Interviewers and will understand what questions that require additional attention.
* Reproductive Health: An expert can provide the Interviewers grounding in concepts, for instance on contraception types and the variety of delivery care providers and culture.
* Dietary intake: A nutritionist with expertise to conduct the training introduction and Q&A on the specific food groups. This could be an individual from the expert group that provided input to the customisation of the module.
* A child health/immunisation expert: You may need to invite several individuals depending on level of expertise. The immunisation expert is particularly critical as it is known that copying immunisation cards and/or probing for responses in the field is difficult. More detailed expertise may be required in surveys that include malaria indicators.
* All other experts listed in the agenda are equally important. It is critically important to only have experts presenting that are conversant in the questionnaire module and topic and have studied the instructions in detail. Experience unfortunately tells that all too often an expert will provide imprecise guidance and trainers will have to deal with both correction and diplomacy.

Special consideration:

* Anthropometry: It is imperative to invite experts in anthropometric measurement as these have the additional responsibility of selecting the Measurers based on their performance – See the template for the parallel sessions starting on Day 8 located at the end of this document. Combined sessions before Day 8 and from Day 10 (after lunch) and the practice are integrated in the main training agenda. A team of anthropometric trainers should conduct the training programme for Measurers and supervise the classroom and site practice for the anthropometric module. Ideally these are highly skilled trainers from a national nutrition programme that have experience in national nutrition surveys and who will also participate in field monitoring. Caution must however be taken that such trainers do not implement practises that do not adhere to protocols and practices of the MICS. Ideally, one trainer per 5 measurers should be sought. This team of trainers must be available for field practice and pilot as well (a total of 10 days).

As per the MICS Technical Assistance Framework, UNICEF will ensure that the Regional Household Survey Consultant working in support of the survey will provide quality assurance and oversight of the training.

It is highly recommended that focal points from the Technical Committee are present during their specialised topics or, depending on their level, are invited as expert speakers.

Names of trainers and experts need to be inserted for each session in the agenda.

How to use the template for the Fieldwork Training Agenda

* The schedule, included at the end of this document, indicates how much time should be spent on modules and topics. The schedule needs to be adapted to the customised MICS questionnaires. Modules not included in the questionnaires can be deleted (and replaced with non-MICS standard modules if any have been added).
* Removing modules and therefore sessions may allow more time for practice and discussion. It is not recommended that the overall length of the training is shortened even if the specific questionnaires do not contain all the modules contained in this template.
* The schedule is for 18 eight hour working days, including a one hour lunch break and two health breaks. Two off days have been inserted and should be placed as culturally or practically appropriate in the survey setting. It is not recommended to train for longer hours.
* Two days have been allocated for field practice and one day for a full pilot. It is highly encouraged to take stock of performance and add an additional pilot day if necessary and possible.
* The template agenda for the parallel Measurer Training is placed at the end of the Fieldwork Training Agenda. The parallel sessions run for 2½ days starting on the eighth day of the main training programme. At lunch on the tenth day, the data entry operators finish their training schedule and leave, while the Measurers (re)join the full programme to continue training with rest of the group. In total, the training schedule for Measurers is 10 days (excluding the first seven days of Interviewer training).

Day 1 of the training

The opening day should be kept light, but also set the stage for the task ahead:

* All trainers and members of the survey management should be introduced.
* One or more high level officials should be invited to give opening speeches.
* Each participant should introduce themselves (keep it short).
* The survey should be introduced along with key concepts and norms for the training and the agenda.
* Trainees should be briefed on all logistical arrangements and payments, so that they are not distracted by these details during the course of the training.

Structuring the individual module sessions

Training sessions for each module should start with an overall introduction to the module topic conveying why the topic is of importance. This introduction can be done by the topical expert. The session should then proceed by a detailed description of each and every question with instructions on how to administer the question and follow the skip patterns. When appropriate, sessions must address established ethical protocols, ranging from how to handle private information or specifically how to deal with respondents volunteering information on unlawful behaviour either by themselves or others, or protocol when observation or measurement reveal critical conditions.

If time allows, trainees can practice administering the module; substantial practice time must be given at the end of each questionnaire.

Identifying the Interviewer, Measurer, Editor, Supervisor, and Data Processing roles

In most cases selections are based on the practise of the implementing agency, which typically have a very well established procedure on this. However, the following is highly recommended:

* Supervisors: In most cases these are predetermined as a result of experience from previous surveys. It is advisable to remain flexible and not guarantee Supervisor roles to any participants, as some may not be performing up to the standard required. Regardless of experience, it is recommended to cover all aspects of their roles in detail to refresh and ensure understanding of all responsibilities. As for all other roles, it is advisable to train extra individuals (minimum 10% extra).
* Editors/Interviewers: It is strongly recommended that Editors are selected as a result of the performance during the training. Remember that the best Interviewers are not necessarily the best Editors and vice versa.
* Measurers: Two options are prevalent in trainings. Either trainees for the position of Measurer are identified in advance, e.g. from the staff of a nutritional surveillance survey, or they are selected from the overall group of trainees before Day 8, when the separate Measurer training starts. Either way, the best performing should be selected as part of the dedicated anthropometric training sessions. The assessment should include results of standardisation tests.
* Data Entry/Processing Staff: These should be selected before the training, as they are participating to familiarise themselves with the questionnaires, not to become trained Interviewers.

Quizzes, small tests, and observations in class and field form the basis for selection. Once all questionnaires have been covered the trainees will be given a final quiz on contents across the questionnaires. The reason for training more staff than needed is so that the best can be selected. Individuals that are not selected can be used as substitutes for those that show poor performance in the field, fall ill, or otherwise need to be replaced.

Data processing staff should attend the training on all questionnaires, but can be dismissed thereafter. In surveys with a large sample size, the number of trainees may be too large to also accommodate a large number of Data Entry staff. If the quality of the training given to data collection teams could suffer, only Data Entry Supervisors should attend, but the Data Entry staff should then be given a shorter orientation on the contents of questionnaires in conjunction with the dedicated training on data entry (see below). Data Entry Supervisors should participate in the full training, as their contribution to Supervisor and Editor training sessions is valuable.

Additional training sessions

Supervisors and Editors require special training on their roles. In this template, time has been allocated for such training, but the amount of training required obviously differ between experienced Supervisors and those new to the role. Additional sessions are recommended outside training hours to get all up to speed. It is often very useful to integrate predetermined Supervisors into the facilitators meetings.

Measurers will follow a separate training schedule and join the full group taking part in the fieldwork practice and pilot, but also practicing in a day care centre or equivalent institution where they will be able to perform measurements on children age less than 5 years old. It is of critical importance that they are able to train on children of all ages, as particularly the very young – under 6 months – are difficult to measure.

The Data Entry staff will receive dedicated training during the separate training for data entry (after the fieldwork has begun).

Supplies required for training

Appendix A lists typical supplies required for the main fieldwork training.

Each participant should be provided with the Instructions for Interviewers and Manual for Anthropometry. The Instructions for Supervisors and Editors should be handed out only to those selected for these roles. If Supervisors are predetermined, the Instructions can be shared immediately and Supervisors can be instructed to provide feedback.

Participants should all receive a blank copy of the questionnaires at the start of the training. As the training proceeds they should be supplied with further blank copies to be completed in the practice sessions. In total, an estimate of at least 8 sets of questionnaires per participant should be available during the training. Extra full copies will be required for the two field practice days and for the pilot.

Furthermore, it is advisable that extra copies are made of rosters (for targeted training), i.e. List of Household Members, Education module, ITN, Fertility with Birth History, etc. Extra sheets of the Breastfeeding and Dietary Intake, Immunisation, and Anthropometry modules should also be made available, as should extra copies of cover pages of the individual questionnaires.

Training methodology

It is very important that training and practice sessions are conducted in a participatory fashion. Trainers should encourage trainees to ask questions and make sure that everything is clear and understood before the actual fieldwork starts. In addition, trainers should ask questions of trainees, ask them to read the questionnaires aloud, and practice the administration of questionnaires as much as possible.

In regard to practice in the classroom, there are several ways of ensuring that trainees get experience in asking the questions. These include demonstration interviews, front-of-class interviews and mock interviews. Additionally, real respondents may be brought into the classroom (or in smaller groups) for practice. Volunteers may come from the staff of the training facility or the surrounding area. It is important that they are indeed volunteering and make truly informed consent prior to arriving. It is best to schedule practices for the latter part of the day.

The general format followed is a short introduction to the concepts of module, presented by an expert, followed by a question-by-question walk-through of the module by a trainer. During both sessions, the participants are encouraged to ask questions, but also to be engaged by reading questions out loud or reading from the manual. The idea is to ensure that interviewers ask questions as they are written and refer to the manual when in doubt – and finally in the field, if the manual does not provide an answer, to refer to their Supervisor or Editor with questions.

In order to build trust in the questionnaires, a good exercise is to invite the trainees to name the different response categories, particularly on those that may be difficult to categorise. By illustrating to the class that all possible categories are handled with the existing options, the trainees understand that the tool is comfortable and only a very few responses will fall in the “other” category or requires probing.

Much of the presentation material can be inspired by the PowerPoint presentation provided during the MICS Survey Design Workshop, as well as the actual questionnaires and manuals customised for the survey. The presentations are available on the memory stick given to participants in the Survey Design Workshop, but also on mics.unicef.org/workshops

Depending on the time available during each modular session, typically a number of modules are clustered together before the group breaks into practice. A rule of thumb is that most practice on the first days should be in front of class through demonstration, mock interviews, or role play, whereas later, the class can break into groups of three, each playing the part of Interviewer, Editor, and respondent. This can happen once the trainees are a bit more comfortable with the questionnaires. During this time, the entire team of trainers will roam and observe.

A good practise may also be to assign each trainer to a specific group of participants, so that this trainer gains more detailed knowledge of individual progress. This will depend on the number of skilled trainers available.

Show the participants how to fill out the questionnaires so they can immediately pick up on the flow logic. For this, use overhead projector, a tablet pc with a stylus, or even a web camera. Test the chosen approach before training.

Certain modules or questions, e.g. the Education Module, the ITN Roster, the Birth History, Maternal Mortality, etc. require individual training time.

Below follows some good practises obtained through experiences and ideas in past MICS trainings:

* Break-out groups by language to review and practice in individual languages.
* Quizzes – both in plenary with no grading, but also quick 5-question simple written tests. This will help facilitators guide recap sessions and final selection of staff.
* Ice breakers and energisers are very important. They should be short and coordinated, so on-the-spot ideas are less welcome than something that is planned ahead. Different groups among the participants can be asked to deliver an energiser the day before. This will also encourage some team-building early on.
* It should be made clear that it is joint responsibility of all the trainers and facilitators to make the trainees well conversant in all the questionnaires. One single trainer is not sufficient to guide one questionnaire to a large group of trainees.
* The filled-in questionnaires in practice sessions and the field practice or piloting should be checked by the trainers/facilitators and feedback can be given to each trainees individually, after hours, and also used anonymously in overall plenary feedback sessions.
* If required, split the group into males and females for selected sessions on women’s and men’s questionnaires if the local culture does not permit having males and females discuss issues of contraception, fertility, unmet need, sexual behaviour, attitudes towards domestic violence, female genital mutilation/cutting in a mixed setting.
* Some facilitation teams have found it useful to take a photo of all participants and print these, along with the name, on individual sheets. Facilitators can use this to make easy reference to individuals and for taking notes on observations. This is particularly useful when training large groups.

*Field practice and pilot*

The field practice should cover both urban and rural areas and aims to train all participants through practice with real subjects under field conditions. Thus, the most important goals of those days is to expose the trainees to as many interviews as realistic and for the trainers to observe as many situations as possible.

While the pilot also functions as extra field practice for the Interviewers, the objective is to ensure that team roles, logistics, management will function smoothly when the field work starts. This includes, but is not limited to, Supervisors locating and confirming cluster boundaries, assigning work, spot-checking, etc. and Editors performing their duties of reviewing completed questionnaires and sending Interviewers back to households if need be. While working hours are indicated as nine to five, obviously all participants will have to prepare in advance and complete after the assigned households are completed. This must be treated as a full dress rehearsal of a typical field day in order for survey managers to assess the full picture of fieldwork implementation.

Building team spirit and motivation

Outside a participatory training delivery, the below are some ideas on how to motivate the group. Try to put yourself in their shoes and think how you felt about the first time you participated in a similar training:

* Inviting a high-level official to open and close the training course can help ensure that trainees believe in the seriousness of the survey and conduct themselves in a responsible manner. Continue to stress the importance of the survey throughout the training.
* Pick a good time to hand out some of the fieldwork equipment made for the MICS, e.g. hats, t-shirts, bags, etc. You may choose to not give all at once.
* Use the media. Over the three week period of the training, one or two stories in the news will make participants excited.
* Use name tags to allow for all to get to know each other – including trainers.
* Issue certificates showing course completion.
* Do not underestimate the difficulty of the job that the teams will perform. Fieldwork is very hard, with long hours under strenuous conditions. Make sure that the participants understand this without scaring anyone. It is good practise to weave in real life experiences with the lectures, while of course maintaining the seriousness of the work.
* Set the example for appropriate behaviour.
* Do not name individuals when referring to mistakes made.

**Appendix A: List of typical materials for main fieldwork training**

Materials needed will vary between surveys due to the different content of questionnaires. The following is a broad list that will need to be customised. It does generally not include materials that should be provided for fieldwork:

Instructions and Questionnaires

One copy for each participant and facilitator of:

* Instructions for Interviewers
* Manual for Anthropometry
* Interviewer’s Cluster Control Sheet

Some additional copies are recommended to have at hand.

One copy for each Supervisor, Editor, and all facilitators of the Instructions for Supervisors and Editors and the Supervisor’s Cluster Control Sheet.

Eight copies of all questionnaires for each participant. One for each facilitator. Extra copies should be at hand. This does not include copies needed for field practices and pilot. The numbers needed for these field days will depend on coverage and time in the field, as well as estimated number of eligible individual respondents. However, ten copies of each questionnaire per participant should be more than adequate in most cases.

Note that the required number of copies are in total and does not take into account questionnaires in multiple languages, which may or may not be required in field practice and pilot locations.

Furthermore, it is advisable that extra copies are made of rosters (for targeted training), i.e. List of Household Members, Education module, ITN, Fertility with Birth History, etc. Extra sheets of the Breastfeeding and Dietary Intake, Immunisation, and Anthropometry modules should also be made available, as should extra copies of cover pages of the individual questionnaires.

Arrangements for rapid photo copying services are advised.

Training visuals and tools

Household questionnaire: Pictorials of building materials of dwelling

Pictorials of water and sanitation facilities

Samples of insecticide treated nets and other nets

Salt test kits

Iodized and non-iodized salt (materials for testing practice)

Individual Women’s Questionnaire: Immunization/Health cards provided during pregnancy

Types of preventive anti-malarials

Child health cards for recording birth weights

Questionnaire for children under 5: Example of birth certificate(s)

Examples (many, the more the better) of filled in immunization cards for children (those in use for the three years prior to the fieldwork)

Weighing scales (MICS recommended brand)

Height boards (MICS recommended brand)

Types of ORS, antibiotics, anti-malarials, zinc, anti-diarrhoea, and anti-motility medicines

Logistics tools: Examples of maps and household lists, expense tracking sheets, and similar for the Supervisor and Editor trainings.

Facilitation tools: A/V system with multiple microphones

Computer/laptop for presentations

Projector(s) and screen(s)

For the purpose of showing how to fill questionnaires, either a) A high-end touch screen laptop/tablet with pen allowing fairly precise writing on screen, b) a high definition (external) webcam able to clearly project filling a questionnaire, or c) Overhead Projector and all questionnaires printed on transparent paper.

Flipcharts with large tipped pens in multiple colours. Blackboards or whiteboards are also recommended, similarly with chalk/pens of multiple colours. If using a tablet or touch screen device, as described above, this is an additional advantage.

Stationary

Each participant should receive two blue ball point pens and a note book (in addition to clip board and bag for fieldwork).

Each Supervisor, Editor, and all facilitators should additionally receive one red ball point pen.

**SURVEY NAME, YEAR**

**Main Fieldwork Training Agenda, date – date, venue**

|  |  |  |  |
| --- | --- | --- | --- |
| **Day 1 – Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 08.30 - 09.00 | Registration |  |  |
| 09.00 – 09.30 | Welcome: What is a Multiple Indicator Cluster Survey? | MICS Coordinator  UNICEF MICS Consultant | MICS Video/ Presentation |
| 09.30 – 10.30 | The importance of MICS for Country. | High level Official  UNICEF Management | Speeches |
| 10.30 – 11.00 | *Health Break* |  |  |
| 11.00 - 11.30 | Introduction of trainers/workshop participants. | Trainer | Exercise/Ice breaker |
| 11.30 – 12.00 | Overview, administration and workshop norms of the training. | Trainer | Presentation  Q&A |
| 12.00 – 12.30 | **MICS Framework**   * Sample Modules and topics. * How indicators are constructed * Management of fieldwork | Trainer | Presentation  Q&A |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 15.00 | **The Survey Instruments**   * Questionnaires and eligibility for each questionnaire. * General rules and conventions of MICS questionnaires. * Maintaining flow and integrity of questions. * Guidance on how to fill the questionnaires and how to correct errors. * Using the manual. | Trainer | Presentation  Q&A |
| 15.00 - 15.15 | *Health Break* |  |  |
| 15.15 - 17.00  1:45h | Household Questionnaire: Household Information Panel   * How and when to fill in the information panel. * Seeking consent/Ethical interviewing * Background on sample design and sample selection. * Team assignments (designated roles and coding). * Dwelling/Household/Family. * Result of the Interview. * Revisits and recording of revisits. * Importance of recording time. | Trainer | Presentation  Q&A |
|  | | | |
| **Homework** | Study the Household Questionnaire and Manual. | | |
| **Day 2 - Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 09.45 | Recap of previous day. | Trainer | Q&A |
| 9.45 – 10.45  1:00h | Household Questionnaire: List of Household Members   * Importance of the roster. * Defining usual residents (de jure) and prompting for inclusion of all members. * Defining head of the Household and establishing relationships. * Importance of date of birth/age. Introduction to calendar of events. * Use of HL6A for ITN. * Importance of line numbers and eligibility. * Identifying primary caretaker. * Procedure for filling the roster and use of continuation sheets. * Introduction to Information Panels of individual questionnaires. | Trainer | Presentation  Q&A |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 – 11.45  0:45h | Household Questionnaire: List of Household Members   * Practice on filling in the household listing form. | Trainers | Paired work |
| 11.45 – 13.00  1:15h | Household Questionnaire: Education   * Introduction by Education Expert: Description of education system(s) in the country. * Eligibility for the two panels of the module. * Defining current and previous school year. * Defining grade and level. * What is meant by completion and attendance? * Importance of background characteristic. | Education Expert  Trainer | Presentation  Q&A |
| 13.00 – 14.00 | *Lunch* |  |  |
| 14.00 - 14.30  0:30h | **Household Questionnaire: Selection of one child**   * Eligibility for child labour and child discipline module. * Concept of bias and importance of random selection. * Demonstrate use of the Kish table. | Trainer | Presentation  Q&A |
| 14.30 – 15.15  0:45h | **Household Questionnaire**: **Child Labour**   * Introduction by Child Labour Expert: Defining work and labour, dealing with denial issues of child labour. * Defining Economic Activity and Household Chores. * Importance of time calculation – recall issues. * Explain “since last (*day of the week*)”. * Hazardous work and work environment (focus on health and safety and exposure to accidents - not protection issues). * Age and gender dimensions of child work and labour. Seasonality considerations. * “Special” Economic Activity/Chore: Fetching water and firewood. | Child Labour Expert  Trainer | Presentation  Q&A |
| 15.15 - 15.30 | *Health Break* |  |  |
| 15.30 - 16.15  0:45h | Household Questionnaire: Child Discipline   * Introduction by Child Discipline Expert: Disciplinary practises and customs, legal framework. * De-personalisation, focus on any adult discipline, reference period. * Concepts: Violent disciplining methods, Physical and psychological aggression * Sequence of the questions. * Interviewing technique: Neutrality. | Child Discipline Expert  Trainer | Presentation  Q&A |
| 16.15 – 17.00 | Practice. | Trainer | Paired work  Role play |
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| **Homework** | Practice Education Module and Selection of one Child. Use manual. | | |
| **Day 3 - Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 09.30 | Recap of previous day. | Trainer | Q&A |
| 9.30 – 10.30  1:00h | **Household Questionnaire: Household Characteristics**   * Sensitivities of language, religion and/or ethnicity issues. * How to ensure only rooms used for sleeping are counted. * Importance of observation before and during the interviews. * How to classify when different floor, walls and/or roof types are observed within the same household. * Differentiating fuel for cooking from fuel for heating or lighting. * Possessions/Assets: Making respondents comfortable. | Trainer | Presentation  Q&A  Pictorials |
| 10.30 – 11.15  0:45h | **Household Questionnaire: Insecticide Treated Nets**   * Introduction by Malaria Expert: Overview of nets used in country, how to distinguish, and what to expect. Where is there an IRS programme in place? * Importance of observing all nets. * How to differentiate between the different types of bed-nets using samples Re-treated nets. * Use of the roster for recording. * Precise identification of who slept under the ITN.   **Household Questionnaire: Indoor Residual Spraying**   * Identifying a regular programme for IRS and not spraying by the Household. | Malaria Expert  Trainer | Presentation  Q&A  Demonstration of samples |
| 11.15 – 11.30 | *Health Break* |  |  |
| 11.30 – 12.30  1:00h | **Household Questionnaire: Water and Sanitation**   * Introduction by WASH Expert: What are the most typical installations, what do they look like, and what are they called? * Explanation of concept of source of water. * Water treatment at home vs. treatment at source. * Time to source (return journey + waiting time) and implications on water use. * Gender division of labour/age and gender roles. * Improved sanitation – Sewerage and disposal systems. * Determining shared facilities. | WASH Expert  Trainer | Presentation  Q&A  Pictorials |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 14.00  0:30h | **Household Questionnaire: Hand Washing**   * Introduction by WASH Expert: Review of any previous data and common practises across the country.   How and when to observe:   * Place of handwashing. * Presence of water and of soap or cleaning agent. * When not to observe. | WASH Expert  Trainer | Presentation  Q&A |
| 14.00 – 15.00  1:00h | **Household Questionnaire: Salt Testing**   * Introduction by Micronutrient Expert: What is the purpose of iodisation and what can be expected in the field.   Demonstration and practice.  Ending the HH questionnaire and next steps. | Micronutrient Expert  Trainer | Presentation  Q&A  Practice |
| 15.00 - 15.15 | *Health Break* |  |  |
| 15.15 – 17.00 | **Household Questionnaire**  Practice. | Trainer | Paired work  Role play |
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| **Homework** | Study the Questionnaire for Individual Women/Men and Manual. | | |

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| **Day 4 - Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 09.30 | Recap of previous day, the Household Questionnaire. | Trainer | Q&A |
| 09.30 - 10.15  0:45h | **Questionnaire for Individual Women/Men**   * Preparing for the interview for women and men. * Differences between questionnaires for women and men. * How to ensure privacy and confidentiality. * Obtaining cards and documentation.   **Questionnaire for Individual Women/Men: Information Panel**   * Obtaining consent. * What is refusal, partially completed, and incapacitated? * Procedure for dealing with refusals. * Importance of revisits, what constitutes a revisit, how to record the revisit.   **Questionnaire for Individual Women/Men: Background**   * Importance of age – ensuring month and year. * Use of local calendars. * When and how to change the information in the Household List. * Questions on education. * Literacy sentence: How to test. * How to get information on grade and level. | Trainer | Presentation |
| 10.15 – 10.45  0:30h | **Collecting age data**   * Obtaining age data from the proxy respondent in Household questionnaire vs. in the individual questionnaires. * The calendar of events. | Trainer | Presentation  Q&A |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 - 11.30  0:30h | **Questionnaire for Individual Women/Men: Access to Mass media and use of information technology**   * Interpreting the response codes. * Differentiate between computer and other communication devices, e.g. smart phones for internet use but not for computer use. | Trainer | Presentation  Q&A |
| 11.30 – 12.30  1:00h | **Questionnaire for Individual Women/Men: Fertility**   * Live births. * Importance of probing for first birth. * Importance of obtaining date of birth. * Definition of living away. * Differentiate between own, foster and step children. * Dealing with impatience and annoyance due to repetitive questions. * Reconfirming all births. * Differences to Men’s questionnaire. | Trainer | Presentation  Q&A |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 - 15.00  1:30h | **Questionnaire for Individual Women: Birth history**   * Need for recording and verifying details. * Importance of complete birth dates for all children. * How to fill out the module, demonstration. * Recording age at death. * How to correct the entries in the BH module. * Definition of living away. * Use of additional questionnaire. * Need for cross checking women’s age and birth intervals. | Trainer | Presentation  Q&A |
| 15.00 - 15.15 | *Health Break* |  |  |
| 15.15 – 17.00 | **Questionnaire for Individual Women: Fertility and Birth history**  Practice on Fertility and Birth History modules. | Trainer | Paired work  Demonstration |
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| **Homework** | Study the Questionnaire for Individual Women/Men and Manual. | | |
| **Day 5 - Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 09.30 | Recap of previous day. | Trainer | Q&A |
| 09.30 – 09.45  0:15h | **Questionnaire for Individual Women: Desire for Last Birth**   * Introduction: The complex unmet need indicator. * Eligibility for the module – using the name of the last born child. * Need to change the question based on the response. | Reproductive Health Expert  Trainer | Presentation  Q&A |
| 09.45 – 10.45  1:00h | **Questionnaire for Individual Women: Maternal and Newborn Health**   * Introduction by Maternal and Newborn Health Expert: Expected answers, variety across country, terminology, national targets. * Importance of probing. * Definition of antenatal care visits. * Classification of providers. * Number of antenatal visits and checks. * Difficulty of recall for TT. * Medications for malaria and other preventive drugs, explain with samples. * Need to arrive at preventative treatment not curative. * Definition of skilled attendant. * Identifying place of birth. * Difference between C-section and other types of deliveries such as with forceps, vacuum. * Importance of getting mother’s perception of birth weight and avoiding interviewer’s perception/bias. * Ever breastfeeding. * Timing of first breastfeeding. | Maternal and Newborn Health Expert  Trainer | Presentation  Q&A |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 - 12.15  1:15h | **Questionnaire for Individual Women: post-natal health checks**   * Difference between check and visit. * Health checks separately for baby and for mother. * Timing, place and provider of first check. * Timing, place and provider of visit. | Maternal and Newborn Health Expert  Trainer | Presentation  Q&A |
| 12.15 – 12.30  0:15h | **Questionnaire for Individual Women: Illness Symptoms**   * Explanation of what is meant by illnesses. * How to probe and not prompt. | Maternal and Newborn Health Expert  Trainer | Presentation  Q&A |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 - 14.15  0:45h | **Questionnaire for Individual Women: Contraception**   * Need and ways to ensure privacy. * Probing for use of one or more ways of contraception. * Explain different methods of contraception and classifying them according the time/effectiveness of the use. * Explain use of Lactational Amenorrhoea Method. | Reproductive Health Expert  Trainer | Presentation  Q&A |
| 14.15 – 15.00  0:45h | **Questionnaire for Individual Women: Unmet Need**   * Filtering for female or male sterilisation. * Modifying the questions based on earlier responses (UN6). * Focus on physical ability to get pregnant or conceive (UN10). * Defining menopause, hysterectomy, fatalistic. | Reproductive Health Expert  Trainer | Presentation  Q&A |
| 15.00 - 15.15 | *Health Break* |  |  |
| 15.15 – 17.00 | Practice on Questionnaire for Individual Women. | Trainer | Paired work  Role play |

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| **Day 6 - Weekday, date** | | | |
| All day | *Off-day* |  |  |

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| **Day 7 - Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 09.30 | Recap of previous day. | Trainer | Q&A |
| 09.30 - 10.15  0:45h | **Questionnaire for Individual Women: Female Genital Mutilation/Cutting**   * Introduction by FGM/C Expert: Cultural practises and prevalence. * Dealing with sensitive subjects. Ensuring neutrality. * Delink culture and give importance to the medical reasons for exploring the issue. * Determining age at the time of the intervention. * Linking fertility module for verification. * How to fill the roster. * Attitudes towards perpetuating the practice.   Demonstration/practice on filling the roster. | FGM/C Expert  Trainer | Presentation Q&A |
| 10.15 – 10.45  0:30h | **Questionnaire for Individual Women/Men: Attitudes Towards Domestic Violence**   * What does this Module measure? * Avoiding interviewer bias and maintaining neutrality. * Differentiating attitude from approval or personal experience. | Domestic Violence Expert  Trainer | Presentation Q&A, discussion |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 - 11.45  0:45h | **Questionnaire for Individual Women/Men: Marriage/Union**   * Introduction by Early Marriage Expert: Understanding cultural practices and definitions. * Different forms of marriage and informal arrangement (unions) within the local cultural context. * Defining cohabitation (differentiating marriage and living together). * Age of partner. * Cultural sensitivities and defining difference between divorce and separation. * Asking/probing for age at first marriage/union. | Early Marriage Expert  Trainer | Presentation Q&A |
| 11.45 – 12.30  0:45h | **Questionnaire for Individual Women/Men: Sexual behaviour**   * Introduction by HIV/AIDS Expert: Development of various prevalences in country. Other studies. Rapport. * Ensuring privacy. * Avoiding interviewer bias. * Sexual behaviour regardless of sex of partner. * Age at first sex irrespective of marital status. * How to deal with questions when multiple partners are involved. * Probing for date, partner at last sex, and use of condom. | HIV/AIDS Expert  Trainer | Presentation Q&A |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 14.15  0:45h | **Questionnaire for Individual Women/Men: HIV/AIDS**   * Explore interviewers’ knowledge. Correct misconceptions. * Understanding the terms HIV and AIDS. * Obtaining information as opposed to providing information. * When and how to correct respondent’s knowledge (how interviewers can indicate correct practices). * Getting information on testing and not the HIV status of the respondent. * Recall issues regarding last testing for AIDS. | HIV/AIDS Expert  Trainer | Presentation  Q&A |
| 14.15 – 15.00  0:45h | **Questionnaire for Individual Men: Circumcision**   * Defining circumcision. | HIV/AIDS Expert  Trainer | Presentation  Q&A |
| 15.00 - 15.15 | *Health Break* |  |  |
| 15.15 – 16.15  1:00h | **Questionnaire for Individual Women: Maternal Mortality**   * Definition of maternal mortality. * Importance of the total number of births to mother (MM1). | Trainer | Presentation  Q&A |
| 16.15 – 17.00 | Practice Maternal Mortality roster/module. | Trainer | Paired work  Role play |
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| **Homework** | Study the Questionnaire for Individual Women/Men and Manual.  Measurers study Manual for Anthropometry (if they have been participating in main training) | | |

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| **Day 8 - Weekday, date – Event: Parallel Measurer training starts** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 09.30 | Recap of previous day. | Trainer | Q&A |
| 09.30 - 10.15  0:45h | **Questionnaire for Individual Women/Men: Tobacco and Alcohol Use**   * Identify tobacco products in use, including smokeless products. * Establishing ever use, frequency of use and extent of use. * Defining “one drink” i.e. establishing quantities of various forms to alcoholic drinks which would constitute one drink. | Trainer | Presentation  Q&A |
| 10.15 – 10.45  0:30h | **Questionnaire for Individual Women/Men: Life satisfaction**   * Differentiate perception of wellbeing (satisfaction) from happiness. * Use of the response card as an interviewing aid. * How to avoid losing the respondent’s concentration due to seemingly repetitive questions. * Defining school as any form of formal education. * Defining job as any work whether regular or part time, paid or unpaid. * Defining income. * Residence refers to neighbourhood/home, not city or country. | Trainer | Presentation  Q&A |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 - 12.30 | Practice on questionnaires for individual women/men. | Trainer | Paired work |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 14.30 | Practice on household questionnaire | Trainer | Paired work |
| 14.30 – 15.30 | Test on Household questionnaire and questionnaires for individual women/men | Trainer | Written test |
| 15.30 - 15.45 | *Health Break* |  |  |
| 15.45 – 17.00 | Free practice | Trainer | Paired work |
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| **Homework** | Study the Questionnaire for Children Under Five and Manual. | | |

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| **Day 9 - Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 10.45 | Recap of test results. | Trainer | Q&A |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 - 11.30  0:30h | **Questionnaire for Children Under Five: Information Panel**   * When to interview child caretaker. * Recording the respondent to this questionnaire. * Need to obtain complete information, additional information from other respondents. | Trainer | Presentation  Q&A |
| 11.30 – 12.30  1:00h | **Questionnaire for Children Under Five: Age**   * Importance of correct and complete age recording. * Use of local calendar. * Need for respondent’s confirmation if documentation (birth certificate, health cards, and/or immunisation cards) is available. * Common errors of age reporting (heaping/digit preference and out transference). * Ensuring consistency between date and age in completed years. * Procedure for correcting age and ensuring consistency of reporting within U5 questionnaire and HH questionnaire. * Practice | Trainer | Presentation  Q&A |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 13.45  0:15h | **Questionnaire for Children Under Five: Birth Registration**   * Introduction by Birth Registration Expert: System of country, expected prevalence, birth notification. * Importance of seeing birth certificates. * What is registered without certificate? | Birth Registration Expert  Trainer | Presentation  Q&A |
| 13.45 – 14.15  0:30h | **Questionnaire for Children Under Five: Early Childhood Development**   * Introduction by ECD Expert: Background of the ECD module components and the index. * Defining books and toys/objects for play for ECD. * Looking out for “yes” answers. * Establishing children being left alone (time, lack of physical presence of mother or caretaker, and age of caregiver in the case of absence). * Requirement to code only for biological parents in EC7. * EC13-EC17 Looking at developmental milestones and expected behaviour of children of this age. | ECD Expert  Trainer | Presentation  Q&A |
| 14:15 – 15:15  1:00h | **Questionnaire for Children Under Five: Breastfeeding and dietary intake**   * Introduction by Nutrition Expert: Customisation of the module. National considerations. What to expect in different regions. * Other feeds. Frequency and types. * How to classify food groups, classifying mixed foods. | Nutrition Expert  Trainer |  |
| 15.15 - 15.30 | *Health Break* |  |  |
| 15.30 – 16.30 | **Questionnaire for Children Under Five: Immunisation**   * Introduction by Immunisation Expert: Cards in circulation, specific vaccine names, immunisation campaign. * The national immunisation schedule and recent changes. * What is recorded on the health/immunisation cards? * Reading and filling out the information. * How to deal with non-conforming entries. * How to ensure complete information. * Actual and not planned dates. * Verification and cross checking. * Inconsistent age on health card, questionnaire and other documents (e.g. Birth certificates). * Recall issues. * Practice | Child Health Expert  Trainer | Presentation  Q&A |
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| **Homework** | Study the Questionnaire for Children Under Five and Manual.  Study the Manual for Anthropometry | | |
| **Day 10 - Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 09.30 | Recap of previous day | Trainer | Q&A |
| 09.30 - 10.45  1:15h | **Questionnaire for Children Under Five: Care of Illness**   * Introduction by Child Health Expert: Facilities, providers, services. Common ORS, drugs, policies and practise. * What is diarrhoea? Are there seasonality issues? * Establishing the time frame for recall. * Recording consumption vs. “given”/offered food and drinks. * Ensuring that all fluids and food consumed is reflected whether given by respondent or someone else. * What does seeking advice or treatment mean? * Identifying the different forms of ORS, ORT, and zinc. * Classification of anti-diarrhoeal, anti-motility drugs, antibiotics, and using samples of locally available drugs. * Ensuring that all treatments are correctly recorded. * Demonstration/explanation of how a heel/finger test for malaria is administered. * Establishing illness with a cough as a cold or ARI with a cough. * Establishing danger signs of pneumonia. * Identifying the different forms of drugs given to treat malaria and pneumonia and show samples. * Getting the time of administering first dose of anti-malarials. * Background to solid waste management. How to code diapers? | Child Health Expert  Trainer | Presentation  Q&A |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 - 11.30  0:30h | Practice U5 questionnaire. | Child Health Expert  Trainer | Presentation  Q&A |
| 11.30 – 12.30 | Test on all questionnaires. | Trainer | Quiz |
| 12.30 - 13.30 | *Lunch –* ***EVENT: Data Entry staff departs. Measurers re-join main training.*** | | |
| 13.30 - 15.00  1:30h | **Questionnaire for Children Under Five: Anthropometry**   * Introduction by Anthropometric Measurement Expert: Introduce facilitator team, Measurers and training. Why is precise measurement so crucial? * How to measure weight - demonstration * How to measure length/height – demonstration * How not to measure – pictorials * Roles and responsibilities of Measurer and Assistant   See separate manual and agenda | Anthropometric Measurement Experts  Trainer | Presentation  Q&A  Demonstration |
| 15.00 - 15.15 | *Health Break* |  |  |
| 15.15 – 17.00  1:45h | Anthropometry class room practice with focus on assistant measurer. | Anthropometric Measurement Experts  Trainer | Practice |

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| **Day 11 - Weekday, date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09:00 – 09:30 | Recap of previous day. | Trainer | Q&A |
| 09.30 - 10.45 | Interview Skills and Techniques.   * Dos and Don’ts of good interviewing. * Ethical issues/considerations. * Dealing with non-response/difficult situations.   Assignment of roles:  Roles and responsibilities of Supervisors, Editors, Interviewers, and Measurers. | Trainer | Presentation & discussion |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 - 12.30 | Sample design   * Identifying households in the field/reading maps. * Maintaining cluster tracking forms and interviewer assignment sheets – Supervisor and Interviewer Cluster Control Sheets. | Trainers | Q&A |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 15.15 | Anthropometry field practice. | Trainers  Anthropometric Measurement Experts | Practice |
| 15.15 - 15.30 | *Health Break* |  |  |
| 15.30 – 17.00 | Anthropometry field practice. | Trainers  Anthropometric Measurement Experts | Practice |

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| **Day 12 - Weekday, date** | | | |
| All day | *Off-day* |  |  |

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| **Day 13 - Weekday, date** | |
| 09.00 – 17.00 | Field practice |

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| **Day 14 - Weekday, date** | |
| 09.00 – 17.00 | Field practice, including anthropometry standardisation test |

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| **Day 15 - Weekday, date** | | | | | |
| ***Time*** | **Session** | | | ***Facilitator*** | ***Method*** |
| 09.00 - 10.45 | Field practice feedback. | | | Trainer | Discussion |
| 10.45 - 11.00 | *Health Break* | | |  |  |
| 11.00 – 12.30 | Field practice feedback. | | | Trainer | Discussion |
| 12.30 - 13.30 | *Lunch* | | |  |  |
| 13.30 – 15.15 | Parallel Session:  Supervisors and Editors training  See separate manual. | Parallel Session:  Interviewer self-study. | Parallel Session:  Measurer Field practice feedback. | Trainers | Presentation  Q&A |
| 15.15 – 15.30 | *Health Break* | | |  |  |
| 15.30 - 17.00 | Parallel Session:  Supervisors and Editors training  Preparation for pilot. | Parallel Session:  Interviewer self-study. | Parallel Session:  Measurer Field practice feedback. | Trainers | Presentation & discussion |

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| **Day 16 - Weekday, date** | |
| 09.00 – 17.00 | Pilot Study – full simulation of fieldwork. |

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| **Day 17 - Weekday, date** | | | | | |
| 09:00 - 10.45 | Parallel Session:  Editors: Questionnaire editing practice | Parallel Session:  Supervisors/ Interviewers Pilot feedback | Parallel Session:  Measurers: Pilot feedback | Trainers | Discussion |
| 10.45 - 11.00 | *Health Break* | | |  |  |
| 11.00 - 12.30 | Questionnaire feedback from editors | | | Editors | Discussion  Group work |
| 12.30 - 13.30 | *Lunch* | | |  |  |
| 13.30 – 14.15 | Pilot study debriefing | | | Trainer | Discussion  Group work |
| 14.30 – 15.15 | Field monitoring   * Monitoring visits * Field Check Tables | | | Trainer | Presentation  Q&A |
| 15.15 – 15.30 | *Health Break* | | |  |  |
| 15.30 – 17.00 | Preparing for Fieldwork:   * Logistics and schedule | | | Trainer | Presentation  Team work |

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| **Day 18 - Weekday, date** | | | |
| 09.00 – 10.45 | Preparing for fieldwork:   * Team Assignments * Equipment and supplies | Trainer | Presentation  Team work |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 – 12.30 | Closing ceremony - Certificate distribution | High level Official  Survey Coordinator |  |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 17.00 | Half day for additional Editor and Supervisor training/ instructions – suggested content:   * Monitoring field performance: Fieldcheck Tables, Spot checks, Reinterviews, Observations * Sample quality: Boundary walk, Listing quality * Ethics: Unlawful observations, critical health, abuse, inappropriate behaviour * Logistics: Money, Communication, Questionnaire transport, Drivers – car maintenance * Morale and security: Breaks, Accommodation, Security, Women, Health/insurance, First Aid |  |  |

**SURVEY NAME, YEAR**

**Measurer Training Agenda, date – date, venue**

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| **Day 1 – Weekday (Day 8 of main Agenda), date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 08.30 – 09.00 | Registration. |  |  |
| 09.00 – 09.30 | Welcome and introductions |  |  |
| 09.30 – 10.45 | **Pre-test of Measurers**   * Instructions. * Written test (30 minutes). * Instructions. * Measurement test (30 minutes). | Trainer  Anthropometric Measurement Experts | Individual and paired tests |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 - 11.30  0:30h | **Overview of course**   * Flow of individual days and practice. * Integration into main training. | Trainer | Presentation |
| 11.30 – 12.30  1:00h | **Anthropometry in MICS**   * Measures and equipment. * Roles and responsibilities. | Trainer  Anthropometric Measurement Experts | Presentation |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 14.30  1:00h | **Procedures in MICS (1)**   * Manual and steps. * Questionnaire. | Trainer  Anthropometric Measurement Experts | Presentation |
| 14.30 – 15.15  0:45h | **Overview of common errors**   * Pictures. | Trainer  Anthropometric Measurement Experts | Discussion |
| 15.15 - 15.30 | *Health Break* |  |  |
| 15:30 – 17:00  1:30h | **Procedures in MICS (2)**   * Step by step instructions using equipment (incl. how to direct mothers). * Practising with equipment (incl. identification of appropriate locations for measurement in the field). * Showing common errors using equipment. | Trainer  Anthropometric Measurement Experts |  |
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| **Homework** | Study the Manual for Anthropometry. | | |

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| **Day 2 – Weekday (Day 9 of main Agenda), date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 10.45  1:45h | Paired practice with children age 2-4 in appropriate facility | Trainer  Anthropometric Measurement Experts |  |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 – 12.30  1:00h | Continued practice with same age group | Trainer  Anthropometric Measurement Experts |  |
| 12.30 - 13.30 | *Lunch* |  |  |
| 13.30 – 15.15  1:00h | Paired practice with children age 0-1 in appropriate facility | Trainer  Anthropometric Measurement Experts |  |
| 15.15 - 15.30 | *Health Break* |  |  |
| 15:30 – 17:00  1:30h | Standardisation test | Trainer  Anthropometric Measurement Experts |  |
|  | | | |
| **Homework** | Study the Manual for Anthropometry. | | |

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| **Day 3 – Weekday (Day 10 of main Agenda), date** | | | |
| ***Time*** | **Session** | ***Facilitator*** | ***Method*** |
| 09.00 – 10.45 | Feedback session (plenary) | Trainer  Anthropometric Measurement Experts |  |
| 10.45 - 11.00 | *Health Break* |  |  |
| 11.00 – 12.30  1:00h | Feedback session (individual coaching) | Trainer  Anthropometric Measurement Experts |  |
| 12.30 - 13.30 | *Lunch –* ***EVENT: Measurers join main training.*** |  |  |

1. While the same content must be covered in a CAPI-survey training, it will require additional days (1-2 weeks) training on the tablet. The trainees must first be comfortable on paper and then train on and practice interviewing with a tablet. The additional time is also necessary to learn and internalise the fieldwork processes and logistics in clusters, as these are very different to those used in paper based surveys. Additional preparations must be considered as well. Please communicate with the Regional MICS Coordinator on such. [↑](#footnote-ref-1)
2. If appropriate or required by institutional/ethical review board. For example, this could be alerting health authorities if a certain number of children are without immunization in clusters, medical referral for wasted children, etc. [↑](#footnote-ref-2)